DOCUMENT RESUME

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ABSTRACT

This guide for pre-registration in English classes in 1974-75 outlines the steps for selecting courses from both the required and elective offerings and describes each of the elective subjects. Some of the elective courses available from the total list of 36 include "Writer's Workshop," "Reading Improvement," "Newspaper Production," "Literature of Chicago," and "Satire and Humor." Each of the elective courses is rated on a scale from one to five to indicate degrees of difficulty. (RB)

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[English]

COURSE DESCRIPTIONS FOR AN ELECTIVE PROGRAM

Grades Ten Through Twelve

ENGLISH DEPARTMENT

MAINE TOWNSHIP HIGH SCHOOL SOUTH

1111 S. Dee Road

PARK RIDGE, Illinois

BEST COPY AVAILABLE

CS 201 404

November 26, 1973

To: English Students

From: Mr. Davis, English Department Chairman

Subject: Guide for Pre-registration for English Classes in 1974-75

Registration for the school year 1974-75 will start as soon as December 1 for some students. You will be scheduled to meet with your counselor to determine your registration for next year.

As part of the registration process, prior to your conference with your counselor, you will need to make some decisions regarding your English program. We call this the Pre-registration Process.

All students who will be in grades 10, 11, and 12 next year will be able to elect from a variety of semester-length courses. Each of the courses will have built into it learning experiences in the basic language skills, including work in composition. You will continue to have a theme folder with writing as an outgrowth of the activity of a particular class.

This process of electing your English program requires that you change courses as well as instructors at the end of the first semester. It also requires that you give serious consideration to the choices that you make. Once you have made your pre-registration choices and later completed your registration with your counselor YOU CANNOT CHANGE YOUR REGISTRATION. The departmental schedule for thirty English teachers is determined by the courses that you elect.

The elective courses will have no grade level requirement: they will in some instances have grade level recommendations. They will all phased according to level of difficulty.

Phasing is a way of describing courses by assigning to them a range of numbers from 1 to 5 to indicate their degrees of difficulty:

Phase 1 - Courses are designed for students who find reading, writing, and speaking difficult and have serious problems with basic skills.

Phase 2 - Courses are designed for students who do not have serious difficulty with basic skills but need to improve and refine them.

Phase 3 - Courses are designed for those who have command of the basic skills and are ready to use those skills to gain new experience.

Phase 4 - Courses are for students who have good command of reading, writing, and speaking skills and who have a strong interest in any of these areas.

Phase 5 - Courses are for students who have excellent control of skills and desire a challenging academic experience.

Today in class we want to present a list of phase-option courses available next year. You will also receive a PLAN OF WORK and a PRE-REGISTRATION form. In addition, ninth grade students will receive a letter for your parents explaining the nature of the program. These items should be taken home today after you consult with your English teacher. We want your parents involved in this process and ask you to return the PLAN OF WORK and the PRE-REGISTRATION - FOUR CHOICE sheets by Thursday with your parent's signature.

The first item - - the PLAN OF WORK sheet - - is provided to help you plan your English program over the four-year period. This is a worksheet only and does not commit you to the program. What you do need to do, however, is to insure that you have a range of courses in the area of language skills. Your teacher will be pleased to assist you in this step.

TO DETERMINE WHETHER OR NOT A PLAN OF WORK IS SOUND, CONSIDER THE FOLLOWING GUIDELINES:

1. Courses should suit your ability. Are the courses you have selected "just right" in

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TO DETERMINE WHETHER OR NOT A PLAN OF WORK IS SOUND, CONSIDER THE FOLLOWING GUIDELINES:

1. Courses should suit your ability. Are the courses you have selected "just right" in terms of your ability? They should be neither too hard nor too easy. If they are too hard, you will be frustrated. If they are too easy, they will be boring.

2. Courses should suit your interests. Are the courses that you have selected ones which you have an interest in taking because you naturally find them attractive or because you feel you would like to take them to help overcome a weakness? Either reason is a good one for meeting this criterion for selecting a course.

3. Courses should suit your needs. Are the courses that you have selected going to prepare you for goals that you have set for yourself and are they going to help you resolve weaknesses that you feel you have?

A Word of Caution for the Student: Dissatisfaction and frustration are most often the result of careless planning and an incomplete understanding of the course content and phasing. Teachers will assist you, but you are responsible for choosing carefully.

The second item - THE PRE-REGISTRATION - FOUR CHOICE FORM - is to be done in class today with guidance from your English teacher. From the list of available courses, list your first four choices IN ORDER OF PREFERENCE. Although you are likely to get your first and second choice, this does not always happen. Because we must have a minimum class size registration for a course to be offered, some courses might not have enough demand to be offered. As a result you then would get your third or fourth choice. Therefore, make each of your four choices one that you might logically take. Take this form home along with your PLAN OF WORK, consult your parents, get a parental signature, and return both forms to your English teacher by Thursday. (This step is critical in setting up our pre-registration.)

Your English teacher will then tally the first and second choice student preferences. On the basis of this pre-registration, we will determine which courses warrant sufficient registration to schedule the course next year.

This recommendation form will be sent to the respective counselor. Later, when you meet with your counselor, you or your parents may want to re-evaluate your program. The actual registration, therefore, will take place as you meet with your counselor. Once he submits your program to the scheduling office, the program cannot be changed.

MAINE SOUTH ENGLISH DEPARTMENT
Course Offerings 1974-75

Subject	Cr.	Open to: Fr.	So.	Jr.	Sr.	Prerequisites
ENGLISH I	1	x				9th grade placement
ENGLISH I ACC.	1	x				9th grade placement
ENGLISH I L	1	x				9th grade placement
ENGLISH II ACC.	1		x			Recommendation of tchr & couns.
ENGLISH III ACC.	1			x		Recommendation of tchr & couns.
ENGLISH IV ADV. PL.					x	Recommendation of tchr & couns.

Semester course electives will be available to 10th, 11th, and 12th grade students, each offering ½ credit. No student may select more than one each semester.

COURSE TITLE	PHASE LEVEL	Open to: Fr.	So.	Jr.	Sr.	
Basic Composition	1-2		x	x	x	
Advanced Composition	3-4-5			x	x	
Rhetoric and Logic	3-4-5			x	x	
Writing for Readers	3-4-5			x	x	
Writer's Workshop	4-5				x	Offered 2nd semester only-pre-requisite-Writing for Readers
Communication Studies	3-4-5		x	x		
Creative Speaking	2-3-4-5		x	x	x	
English Usage	2-3-4		x	x	x	
Industrial English	3-4-5		x	x	x	
Language and Man	3-4-5			x	x	
Reading Improvement	1-2		x	x		
Reading and Research	3-4-5		x	x		
Individualized Reading	1-2-3-4-5				x	
Media Studies	1-2		x	x		
Print and Flick	1-2		x	x	x	
Art of the Film	3-4-5			x	x	
Newspaper Reporting	3-4-5		x	x		

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Advanced Composition	3-4-5			x	x	
Rhetoric and Logic	3-4-5			x	x	
Writing for Readers	3-4-5			x	x	
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Communication Studies	3-4-5		x	x		
Creative Speaking	2-3-4-5		x	x	x	
English Usage	2-3-4		x	x	x	
Industrial English	3-4-5		x	x	x	
Language and Man	3-4-5			x	x	
Reading Improvement	1-2		x	x		
Reading and Research	3-4-5		x	x		
Individualized Reading	1-2-3-4-5				x	
Media Studies	1-2		x	x		
Print and Flick	1-2		x	x	x	
Art of the Film	3-4-5			x	x	
Newspaper Reporting	3-4-5		x	x		
Editing for Publications	3-4-5		x	x	x	Prerequisite: Newspaper Reporting 2nd sem. freshmen
Newspaper Production (Non-credit)		x	x	x	x	Open by application
Yearbook Production (Non-credit)		x	x	x	x	Open by application
Man in Conflict	1-2		x	x		
Self-Discovery	1-2		x	x		
Contemporary Literature	1-2-3				x	
American Dream	2-3-4		x	x	x	
American Studies	3-4-5			x		Full credit course; comb.with U.S.History
Language of Poetry	3-4-5		x	x	x	

COURSE TITLE	PHASE LEVEL	Open to: Fr.	So.	Jr.	Sr.
Literature of Chicago	3-4-5		x	x	x
Mythology	3-4-5		x	x	x
Nonfiction	2-3-4		x	x	
Science Fiction	3-4-5		x	x	
Major American Writers	3-4-5		x	x	
Major British Writers	3-4-5			x	x
Man God, and the State	3-4-5			x	x
Bible as Literature	3-4-5				x
Satire and Humor	3-4-5				x
Shakespeare	3-4-5			x	x

PHASE ELECTIVE OFFERING FOR 1974-75
COURSE DESCRIPTIONS

BASIC COMPOSITION (recommended for sophomores, juniors, and seniors) (Phase 1-2)
This course is designed for those students wishing to improve their writing skills. It will focus on the basic process of finding material and structuring it for presentation to the reader. Assignments will be given to help improve sentence structure,word usage,organization,and spelling. This course will concentrate on the unit of effective writing, the well-developed paragraph.

ADVANCED COMPOSITION (recommended for juniors and seniors) (Phase 3-4-5)
The student will write and study various types of essays on a wide range of topics. He will have experience in organizing and developing his ideas through a variety of methods. Finally, he will learn to recognize how his word choice, sentence structure, and imagery affect the communication of those ideas.

RHETORIC AND LOGIC (recommended for juniors and seniors) (Phase 3-4-5)
The student will study clear thinking as a preliminary to clear speaking and writing. He will examine propaganda techniques and a variety of logical fallacies. Futhermore, he will study definition,inductive and deductive reasoning,and authority as means of arriving at knowledge.

WRITING FOR READERS (recommended for juniors and seniors) (Phase 3-4-5)
This is a course for students who enjoy writing,who want to enhance their skills in creative writing, and who enjoy thinking, talking, and writing about people, places, and things in fiction, non-fiction, poetry, and plays. From his own experience the student will write approximately one creative paper per week. Instructor and student work closely together in a series of conferences to achieve maximum individual progress.

WRITER'S WORKSHOP (recommended for seniors who have completed Writing for Readers offered second semester only) (Phase 4-5)
The workshop is open to students who have demonstrated in WRITING FOR READERS an ability to write independently and productively. Students will continue to enhance their skills in writing readable prose or poetry. Emphasis will be placed on writing longer works in the area of short stories,magazine articles,and poetry. The class will produce the creative writing magazine.

COMMUNICATION STUDIES (recommended for sophomores and juniors) (Phase 3-4-5)
This course is designed to help students express themselves more effectively in a variety of communicative situations. It investigates the communication process and traces man's historical quest for more efficient methods of imparting his knowledge and discoveries. Special emphasis is given to the importance of language in the communication process with exercises designed to help students improve language skills in writing and speaking. Students also read several literary works whose central themes focus on man's struggle to clarify his ideas and emotions. Oral and written assignments are an integral part of the course and provide practical experience in several areas of the communication process.

CREATIVE SPEAKING (recommended for sophomores,juniors and seniors) (Phase 2-3-4-5)

Satire and Humor	[illegible]		x
Shakespeare	3-4-5	x	x

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CREATIVE SPEAKING (recommended for sophomores,juniors,and seniors) (Phase 2-3-4-5)
This course will emphasize the problems that a student must solve in order to communicate clearly and effectively when speaking to other people. Individualized training and practical experience in all phases of speech preparation and delivery will be included. Each student should learn: to speak with clarity and conviction; to select and limit speech subjects which are clear,interesting,and significant;to arrive at rational judgments and to support his own thoughts with relevant material from authoritative research sources; to use logical reasoning and clear organization; to develop a communicative language style which is clear,direct,and persuasive; to face any speaking situation with relative ease and confidence;to control and use his nervous energy in vocal and physical expression; to listen to others courteously and critically; to evaluate and respond to the immediate feedback of an audience; to enjoy the experience of speaking creatively.

ENGLISH USAGE (recommended for sophomores,juniors,and seniors) (Phase 2-3-4)
This course in how English works utilizes both traditional and modern grammar to present accepted principles of English usage. The mastery of standard English,the major varieties of usage,improved sentence structure,and vocabulary building are stressed. The course is designed for students who recognize deficiencies in their language and who desire a systematic study of grammar and usage to improve their English. Practical application includes the writing of multi-paragraph essays which emphasize the kind of clear,correct usage expected in many academic, social, and vocational areas.

INDUSTRIAL ENGLISH (open to sophomores,juniors,and seniors) (Phase 3-4-5)

This course is designed to help the student who is also enrolled in Industrial Education courses. Emphasis is given to those reading and writing skills that relate to improved performance and understanding of vocational concepts: reading directions, handwriting, spelling, syllabification,and technical vocabulary. The student will view industrial films, describe and relate procedures,and write concise technical reports and resumes for job applications.

LANGUAGE AND MAN (recommended for juniors and seniors) (Phase 3-4-5)
This contemporary course is designed to investigate linguistically the structure,development,and growth of language and its function in society. Oral and written research projects provide opportunities to discover the conditioning role of language as a symbolic shaper of human behavior. Topics examined are man and language in society,geographical and social dialects,and the resources American English has developed in the course of its varied history. Language in its cultural context helps the student to understand and master characteristics of our current language and to become familiar with situations in which language humanizes.

READING IMPROVEMENT (recommended for sophomores and juniors) (Phase 1-2)
Reading Improvement is a course designed to help the student read with less difficulty and more enjoyment. Attention is given to vocabulary skills,methods of studying assignments, improving listening,and increasing reading speed and comprehension. This course is designed for the student who reads below his present grade level and wishes to improve his reading skills.

READING AND RESEARCH (recommended for sophomores and juniors) (Phase 3-4-5)
In this course an emphasis is placed on the development of advanced reading skills needed by college-bound students. Exercises in vocabulary improvement,verbal analogies,reading comprehension, and reading speed help prepare the student for college-bound tests. Furthermore,the preparation of a major term paper allows the student to read extensively in his area of interest,become familiar with libraries,and develop writing skills required for future research papers.

INDIVIDUALIZED READING (recommended for seniors) (Phase 1-2-3-4-5)
This course is for the responsible student who likes to read and who is capable of carrying out individual reading programs which will involve written papers of various kinds and lengths. Readings will be determined by conferences with teacher. The written work must show the extent and direction of student readings and will be a major means of evaluating student reading.

MEDIA STUDIES (recommended for sophomores and juniors) (Phase 1-2)
Through a study of media the student will investigate how man uses communication processes to understand and control his environment,himself,other men,and machines. A study of the various media as seen in magazines,movies,newspapers,paperbacks,radio,records, and television will result in oral reports and written essays.

PRINT AND FLICK (recommended for sophomores,juniors,and seniors) (Phase 1-2)
The purpose of this course is to involve the student in the critical reading of literature and the critical viewing of film in order to be able to evaluate the final and total communication of both. During the first quarter the student will respond to film techniques and the film's plastic elements which when combined produce a meaningful communication. In the second quarter the student will draw relationships between the two forms of communication. Activities will include viewing 40-50 films,writing daily critiques of the viewed films,read-

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THE ART OF THE FILM (recommended for juniors and seniors) (Phase 3-4-5)

Students will view many short films,often several times; these films will be discussed and written about. The emphasis will be on technique and theme. Students will also watch feature length movies both on television and in the theater. Reviews will be written and reports made. By a great exposure to seeing and thinking about films, the student will increase his knowledge and appreciation of motion picture art.

NEWSPAPER REPORTING (recommended for sophomores and juniors) (Phase 3-4-5)
Students will study the methods of reporting as a basis for clarity and precision in writing. Students will conduct interviews to gather information, to learn what makes news, and how news is gathered. They will write a minimum of one news story per week and three major research projects. Students will study such special skills as the lead paragraph,story types,copyreading,and headline writing. Other areas of study include press law and newspaper ethics. (Accelerated English students may take this course in addition to Accelerated English.)

EDITING FOR PUBLICATIONS (recommended for sophomores,juniors,and seniors)
Prerequisite: NEWSPAPER REPORTING (Phase 3-4-5)
The student will study skill areas needed for editing newspapers,books, and magazines, Areas studied include the structure and organization of publications staffs; layouts and design of publications; editorial and magazine writing; uses of photography and art work; copy preparation,copyfitting and printing instructions; press law and libel. This course is recommended for students considering journalism as a career and those seeking editorial positions on the various school publications.

NEWSPAPER PRODUCTION (Non-credit: Open to all students by application)
This extra-curricular staff meets daily for both semesters during the school day to produce the student newspaper Southwords. Positions are usually available for four to six freshmen,six to eight sophomores,eight to ten juniors,and ten to twelve seniors. Students interested in working on this staff must be appointed by the sponsor and the present staff. Applications for writers,photographers,artists,and typists are available in Room V-107.

YEARBOOK PRODUCTION (Non-credit: Open to all students by application.)
This extra-curricular staff meets daily during the school day to produce the student yearbook Eyrie. Students interested in working on Eyrie should have a B average and must be appointed by the sponsor. Students from all four class levels are encouraged to apply. Applications for positions such as copy writers,page layout and design,photography,and typists are available in Room C-138 or C-134a.

MAN-IN-CONFLICT (recommended for sophomores and juniors) (Phase 1-2)
This course focuses on man-in-conflict situations - with himself,his environment,his society. Students will study aspects of man's struggle to realize his dreams and the forces - war,prejudice,family,peers - that oppose his attainment of these goals. Materials for this course will include The Red Pony,My Shadow Ran Fast,Pudd'nhead Wilson,and selected nonfiction.

SELF-DISCOVERY (recommended for sophomores and juniors) (Phase 1-2)
We live in a world where understanding is important. To understand others,however,we must understand ourselves. Self-discovery will try to help the student answer the question,"Who am I?" This course offers the student an opportunity to read books and to write about many complex problems faced by the young person as he is approaching the world of the adult. Works such as My Darling My Hamburger,When the Legends Die,and The Pigman will be studied.

CONTEMPORARY LITERATURE (recommended for seniors) (Phase 1-2-3)
Students will read selections by today's authors covering novels,drama,non-fiction, and science fiction. Group discussions,special projects,and theme assignments will accompany the study of works such as In Cold Blood,Flowers for Algernon,15 American One Act Plays, and Manchurian Candidate.Each student will also be required to select two other books during the semester: one as a personal choice and one as a requirement.

THE AMERICAN DREAM (recommended for sophomores,juniors,and seniors) (Phase 2-3-4)
America began as a wilderness and a dream. During our more than three-and-a-half century history,that dream has grown and changed,molded and being molded by what is uniquely American. Students will look at the origins of the dream,see how it exists today,including selections from minority groups. By discussing poetry,short stories,and longer works such as The Great Gatsby and Death of a Salesman and by analyzing and reporting on other material outside of class,the student will study literature as an outgrowth of American culture.

AMERICAN STUDIES (open only to juniors) (Phase 3-4-5)
(offers credit in both English and U.S.History)

recommended for students considering journalism as a career and those seeking editorial positions on the various school publications.

NEWSPAPER PRODUCTION (Non-credit: Open to all students by application)

This extra-curricular staff meets daily for both semesters during the school day to produce the student newspaper Southwords. Positions are usually available for four to six freshmen, six to eight sophomores, eight to ten juniors, and ten to twelve seniors. Students interested in working on this staff must be appointed by the sponsor and the present staff. Applications for writers, photographers, artists, and typists are available in Room V-107.

YEARBOOK PRODUCTION (Non-credit: Open to all students by application.)

This extra-curricular staff meets daily during the school day to produce the student yearbook Eyrie. Students interested in working on Eyrie should have a B average and must be appointed by the sponsor. Students from all four class levels are encouraged to apply. Applications for positions such as copy writers, page layout and design, photography, and typists are available in Room C-138 or C-134a.

MAN-IN-CONFLICT (recommended for sophomores and juniors) (Phase 1-2)

This course focuses on man-in-conflict situations - with himself, his environment, his society. Students will study aspects of man's struggle to realize his dreams and the forces - war, prejudice, family, peers - that oppose his attainment of these goals. Materials for this course will include The Red Pony, My Shadow Ran Fast, Pudd'nhead Wilson, and selected nonfiction.

SELF-DISCOVERY (recommended for sophomores and juniors) (Phase 1-2)

We live in a world where understanding is important. To understand others, however, we must understand ourselves. Self-discovery will try to help the student answer the question, "Who am I?" This course offers the student an opportunity to read books and to write about many complex problems faced by the young person as he is approaching the world of the adult. Works such as My Darling My Hamburger, When the Legends Die, and The Pigman will be studied.

CONTEMPORARY LITERATURE (recommended for seniors) (Phase 1-2-3)

Students will read selections by today's authors covering novels, drama, non-fiction, and science fiction. Group discussions, special projects, and theme assignments will accompany the study of works such as In Cold Blood, Flowers for Algernon, 15 American One Act Plays, and Manchurian Candidate. Each student will also be required to select two other books during the semester: one as a personal choice and one as a requirement.

THE AMERICAN DREAM (recommended for sophomores, juniors, and seniors) (Phase 2-3-4)

America began as a wilderness and a dream. During our more than three-and-a-half century history, that dream has grown and changed, molded and being molded by what is uniquely American. Students will look at the origins of the dream, see how it exists today, including selections from minority groups. By discussing poetry, short stories, and longer works such as The Great Gatsby and Death of a Salesman and by analyzing and reporting on other material outside of class, the student will study literature as an outgrowth of American culture.

AMERICAN STUDIES (open only to juniors) (Phase 3-4-5)
(offers credit in both English and U.S.History)

This course offers a combined study of American literature and American history, as interrelated thematically and chronologically. The English segment will include selected short stories, novels, poems, and plays; the history segment will include various documents and reserve materials, as well as the basic text. Some projects will be related to both segments. Students will work with two teachers, one from the English staff and one from the history staff, for back-to-back periods. This course, a two-semester sequence - open only to juniors, gives two credits - one in U.S.History and one in English. Only those who elect to begin American Studies in the fall semester may take it during the spring. (If a student selects this course, he need not list a third choice on his pre-registration form.)

THE LANGUAGE OF POETRY (recommended for sophomores, juniors, and seniors) (Phase 3-4-5)
Poetry is the central focus of this course. The subject matter is as wide as Carl Sandburg suggests when he speaks of poetry as the "synthesis of hyacinths and biscuits." Not only is the subject matter varied but so is the form; poetry will be read that ranges from sonnet form to song lyrics to concrete poetry. Students will investigate techniques, word choice, and meaning. Discussion and written work will give the student opportunity to explore his reactions to the poetry.

LITERATURE OF CHICAGO (recommended for sophomores, juniors, and seniors) (Phase 3-4-5)
The literature of Chicago provides a rich and fascinating field of study. Through the works of novelists, poets, dramatists, and journalists, students can gain a better understanding of this vigorous and mysterious American city. In this course students will attempt, through reading and research, to identify some of the characteristic traits and ideals which have made Chicago the literary hub of the nation. This city's museums, art galleries, concert halls, architectural landmarks, and libraries offer a limitless source of material for supplementary research.

MYTHOLOGY (recommended for sophomores, juniors, and seniors) (Phase 3-4-5)
Classical mythology is one of the principal sources for the allusions and symbolism in Western culture in general and literature and art in particular. In this course students will study some of the main works of classical mythology from which this abundance of allusion and symbolism originates. In addition to Homer's Iliad and Odyssey, students will read some stories of pre-Homeric heroes. They will also read some myths from non-Western cultures which illustrate universally recurrent mythological themes (the creation, the quest hero, and the search for immortality). Composition is an integral part of this course with theme topics based on course content.

NONFICTION (recommended for sophomores and juniors) (Phase 2-3-4)
Nonfiction offers a view of real life, both past and present, with all its advantages and challenges. Studying the real world of people, their ideas and discoveries, provides insight for our lives and world around us. Several kinds of nonfiction - such as essays, biographies, autobiographies, articles, and editorials - will be investigated. This course will include a study of form as well as content with writing assignments based on these concepts.

SCIENCE FICTION (recommended for sophomores and juniors) (Phase 3-4-5)
Science fiction is more than stories about robots and spaceships. The writer of science fiction extends his views of the present to possible future extremes in order to understand the condition of man in society. This course examines the present and the future as they are presented in writings such as 1984 (Orwell), Brave New World (Huxley), Anthem (Rand), Fahrenheit 451 (Bradbury), a thematic anthology of short science fiction stories, and others of the student's own choice. Group activities, independent study, the writing of essays and short science fiction stories will be integral parts of the course work.

MAJOR AMERICAN WRITERS (recommended for sophomores and juniors) (Phase 3-4-5)
Poe, Hawthorne, Melville, and Irving are four of the early American writers who helped establish the position of the American writer in world letters. Thoreau, Twain, and Stephen Crane forged new paths in American writing and thinking. Hemingway, Faulkner, and Arthur Miller have continued dealing with themes and structures begun by the early American authors. This condensed survey of American "greats" will acquaint the student with his literary heritage and contemporary expression as well as to give him opportunity to write about these literary works. (This should not be taken in conjunction with American Studies.)

MAJOR BRITISH WRITERS (recommended for juniors and seniors) (Phase 3-4-5)
This course is designed as a one-semester chronological survey of the finest that has been written in the language that we speak. Starting with the Anglo-Saxon origins of our language, the student will also read from the Medieval Period of Chaucer and the Elizabethan English of Shakespeare. Continued reading and writing will deal with special emphasis on selected works of the 17th and 18th century, the Romantic and Victorian poets, as well as representative British prose, including the novel.

MAN, GOD, AND THE STATE (recommended for juniors and seniors) (Phase 3-4-5)
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MAN, GOD, AND THE STATE (recommended for juniors and seniors) (Phase 3-4-5)
The conflict between man's loyalty to his God and man's loyalty to the demands of political expediency is basically one of conscience and of morality. This course will examine the nature of this conflict in terms of the political and moral choices which great men in high office must make. Such literary works as Oedipus, Antigone, Julius Caesar, Murder in the Cathedral, and A Man for All Seasons will serve as a basis for this study. Discussion and written work will give the student an opportunity to examine his reactions to this conflict.

THE BIBLE AS LITERATURE (recommended for seniors) (Phase 3-4-5)

Modern civilization is greatly indebted to the Bible, both the Old Testament and the New Testament. Students are able to document a vast amount of detail and allusion which relates to the literary heritage of our culture. In this course the Bible is studied not only for its intrinsic and humanistic values but also for its influence upon a great body of Western literature.

SATIRE AND HUMOR (recommended for seniors) (Phase 3-4-5)

This course will concentrate on the devices of the humorist and the satirist through a study of short works and approximately six novels, such as. Candide, Gulliver's Travels, and Cat's Cradle. A knowledge of grammar and an average reading ability is necessary for this course, which requires a final project as well as compositions throughout the semester.

SHAKESPEARE (recommended for juniors and seniors) (Phase 3-4-5)

For the modern student Shakespeare offers perhaps more than any other author the whole spectrum of human experience and emotions. The content of the course will consist of several representative plays (including tragedies, comedies, and histories) as well as some lyric poetry. Students will be encouraged to approach the plays from both a literary and a theatrical point of view. Projects and individual activities will range from written analyses to research topics to media presentations to production of scenes or passages from the plays.